

CHAPTER III

METHODOLOGY

This chapter mainly presents the methodology of this study used to answer the research question which covers research design, setting, context, participant, the technique of data collection, and also followed by technique of data analysis.

3.1 Research Design

This study used narrative photovoice (Connelly & Clandinin, 1990; Riessman, 2005) that adopted a content analysis to what extent the EFL pre-service teachers' digital footprints in using digital tools during online service learning from home program. The narrative photovoice is used to show detail their engagement that focused on the activity of participants as told through their own stories so that it was appropriate with this study. Therefore, the researcher explored the EFL student personal's developing digital capabilities in engaging with digital skill during online service-learning from home program during the COVID-19 outbreak.

3.2 Setting and Context

This study was conducted at one of universities in Southeast Sulawesi, Indonesia. This study focused on five EFL pre-service teachers' photovoices they have narrated on their daily basis while conducting the service learning program amidst of the COVID-19 pandemic and it has ended in the academic year of 2020/2021. Hence, the researcher collected participants' photovoice directly since it has narrated on daily basis in academic information systems of college. Apart

from being evidence of activity, the photovoice is a report of participants' daily basis while engaging the online service learning program. It has been submitted for 45 days which is held from July 6 to August 22, 2020, at a district of Kendari. Their supervisor asked them to write a story and also put documentation related to our daily basis as a report. In a day, the students wrote as many as they could and uploaded it in the academic information systems of college which have been provided.

3.3 Participants

The researcher chose the participants since they have conducted the community service learning virtually (KKN-V) about a month and used digital technology amidst the COVID-19 lockdown. Five EFL pre-service teachers were in the seventh semester in majoring English Department who took the sixth batch of service learning program, especially the online service-learning from home for the first time. Moreover, those participants were members of the same program (online service learning from home) with the same field supervisor. They have worked together all out in conducting the service learning from home program in the time of COVID-19 lockdown with the guidance and direction of field supervisor in personally or collaboratively.

Hence, these participants were selected because they could provide rich information about their engagement with using digital technologies through their photovoice during the COVID-19 pandemic. That is indicated by the number of their narrative photovoice they narrated and uploaded on academic information system (SIA) for a month. Not only that, it is proven by the number of content

they created and uploaded on social media during the COVID-19 pandemic, both the content they created themselves and collaborative content with other group or member group. The table below shows the profiles of the participants in this study through the use of pseudonyms for each participant.

Table 3.1 Participants' profiles of KKN-DR program and their content uploaded

No.	Participant Name (Pseudonym)	Gender	Place of Online Service Learning	Age (Year)	Semester	Total Content Uploaded on Youtube, Instagram, and Facebook
1.	Tia	Female	Konawe Selatan	21	7	10
2.	Ria	Female	Kendari	21	7	13
3.	Nur	Female	Konawe Selatan	22	7	6
4.	Mita	Female	Konawe	22	7	11
5.	Mila	Female	Kendari	22	7	11

3.4 Instrumentation

To carry out this narrative research, the researcher of this study used photovoice document as an instrument. The data in this study is drawn from participants' photovoices they have narrated on their daily basis while conducting the service-learning program in time of the COVID-19 pandemic. The reason the researcher took this data was that in conducting the service-learning program during the COVID-19 pandemic had been narrated some photovoice document. Therefore, the researcher felt the data could be analyzed.

3.5 Data Collection

The data in this study is drawn from five EFL pre-service teachers' photovoice they have narrated on a daily basis while conducting the online service learning from home program in time of COVID-19 pandemic which guided by their field supervisor. The online service learning program was carried out for 45 days, starting from July 6 to August 24, 2020. The researcher obtained five EFL pre-service teachers' photovoice that they have narrated in Indonesian by accessing participants' daily reports on academic information systems of the university regarding their activities program. The participants' document of photovoice was used to see their engagement with digital skill while participating in the online service learning from home program in time of COVID-19 pandemic in narrative form. Their photovoice saved in their daily basis on academic information system.

The process of collecting data was carried out from August to September 2020 after conducting the online service learning from home. The first step is the researcher accessed their daily basis page on academic information system (SIA) freely to find five participants' narrated photovoices. The narrative photovoice has been written using the Indonesian language, which consists of three aspects, such as context, reason, and emotions. The next step, the researcher collected all photovoice by downloading each participant's daily reports on academic information system through click red icon on the page of daily report. The last is the researcher put all photovoice documents in one file, so that it easier to reread when analyzing the all document photovoice.

3.6 Data Analysis

To find out the EFL pre-service teachers' digital footprints in engaging with digital tools during online service learning from home program, the study employed thematic analysis (TA) adapted from Braun and Clarke (2006). They argued that thematic analysis is the useful and flexible qualitative analytic approach to find a theme in qualitative research, which conduct by identifying patterns and themes within the results.

Therefore, based on TA in analyzing the data, there are several phases that the researcher used in this study; (1) the researcher read all documents to transcribe it easier to find themes of the data related to participants' engagement with digital skill during conducting the online service-learning program; (2) the researcher translated the result of the narrative photovoice in English and it generated initial codes using underline; (3) searched and identified themes which is analyzed at the broader level of themes; (4) reviewed themes; (5) defined and named themes of the data; (6) the researcher wrote the report which the themes need to embedded within analytical narrative that provides a clear interpretation of the data (Braun & Clarke, 2014; 2016; Terry, Hayfield, Clarke, & Braun, 2017) narrated by five participants on their daily basis. The researcher also checked their content on the YouTube to see the viewers' comments in the form of responses or suggestions about the content uploaded.

The figure 3.1 is two samples of participants' photovoice on daily basis while conducting the service learning program in time of COVID-19 pandemic.

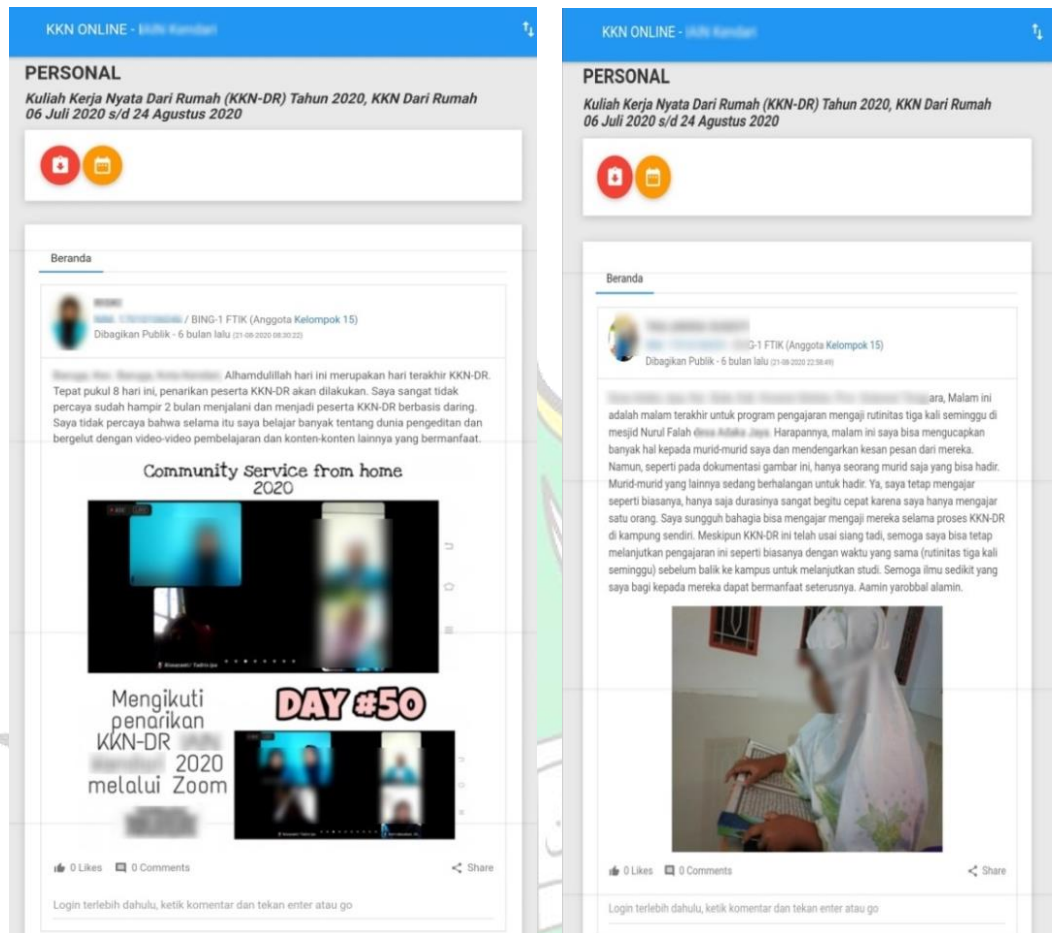


Figure 3.1. Samples of the students' photovoice on daily basis while engaging online service learning from home program

As shown in Figure 3.1, the screen of their photovoice, on the top is the personal data of online service learning from home program participants. The story has been written using the Indonesian language, which consists of three aspects, such as context, reason, and emotions (Ferdiansyah, Widodo, & Elyas, 2020) toward the activity that we conducted. Whereas the bottom is a documentation picture during the activation process that can draw from a screenshot or photos.

The figure 3.2 is the samples of digital footprints on YouTube while conducting the service learning program in time of COVID-19 pandemic.

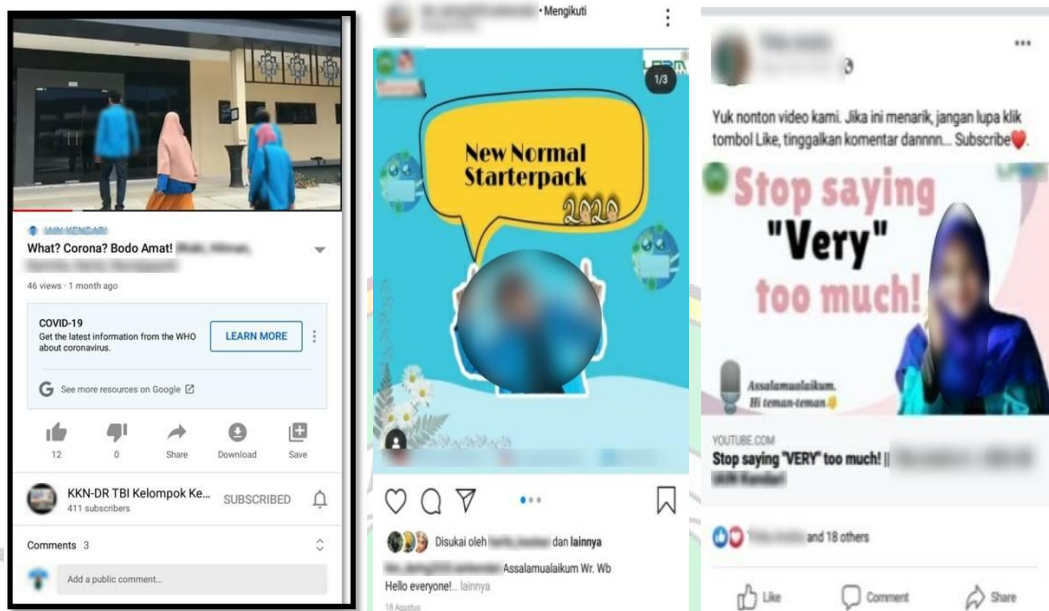


Figure 3.2. Examples of digital footprints on YouTube and Instagram

The digital footprints on YouTube while conducting online service learning remotely can be seen above three examples of online service learning. Whereas the bottom is documentation during the activity process that can be seen on the screenshot or photo. Five participants have uploaded their content on YouTube and Instagram platform as their digital footprints while conducting the online service-learning program after consulting the content to their field supervisor.

Table 3.2 Example of data coding

Stage of Creating Content	Participants' Narrated Photovoice
Planning the content	Tia (pseudonym): "...From all the programs planned, <u>there are various aspects and different targets</u> that must be considered..... <u>I hope it can be done smoothly and be useful</u> for anyone. It can <u>provide positive things and developments for society in my village</u> . So, I will be <u>happy and grateful</u> for the efforts I do".
Designing the content	Mila (pseudonym): Before starting the poster creation, I <u>thought about the background color and the shape of the poster first...</u> "
Creating the content	Nur (pseudonym): "... <u>I do video editing and create a YouTube channel</u> . The online service community <u>requires me to learn basic editing.....</u> <u>PicsArt is the best for offline video editing</u> . I <u>create a YouTube channel</u> called "Fiddome me...."
Editing	Mita (pseudonym): " <u>I just finished editing my first piece of content</u> entitled "Animal Idiom". There were <u>view obstacles that I experienced in the editing process</u> because <u>I was no experience in editing an image and video previously.....</u> "
Publishing the content	Mita (pseudonym): " <u>I upload the poster on my Facebook, Instagram, and WhatsApp.....</u> "
Reflecting the content	Mila (pseudonym): <u>My field supervisor conduct virtual supervision through the Zoom meeting application</u> . In this meeting, <u>we reported on what activities we have done for 2 weeks and what applications we have used during this event...</u> "

Adapted from Braun and Clarke (2006)

CODE

THEME

Underline = participants' engagement with digital skill